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THE educational ideals of a people reflect in no small degree the social, political and industrial conditions of that people and of the nation of which they form a part. This is but natural. Those ideals of education that have prevailed in the past have stood in close relation to the general progress and development of civilization, and such ideals have always been, and must always continue to be, in conformity with those vital forces that dominate a nation's life and activity, as expressed in its art, its religion, its social and industrial conditions, and its form of government.

No more striking illustrations of this can be had than in the histories of Greece and Rome. The educational ideals of Greece found their source and inspiration in that emotional nature which worships the beautiful in both thought and action, and which finds its highest form of expression in literature, art and philosophy—the very essence of Grecian culture. The Roman ideals, on the other hand, were characterized by that rugged element of human strength which emphasizes the practical and reverences the useful. It trained men to frame laws, lead armies, construct aqueducts and public highways, and made possible that military success and judicial power which have not only commanded the admiration of all times, but have contributed to the general advance of civilization by becoming the bearer of eastern culture to the very confines of Europe. Again, when in the middle ages the church

¹ An address before the summer session of the University of Illinois Biological Station, July 22, 1910.